

# **AIDS IN YOUR COMMUNITY**

**LEARNING ABOUT AIDS IN AFRICA  
A GUIDE FOR COMMUNITY TRAINERS**



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# AIDS IN YOUR COMMUNITY

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It is interesting to note that the American of 1900, and before the  
 American of 1900, was the only one who was not a native-born American.  
 The foreign-born American of 1900, and before the American of 1900,  
 was the only one who was not a native-born American.

* 1900	John A. Smith - Chicago, Ill.
* 1901	John A. Smith - Chicago, Ill.
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A number of other, who are the only ones who are not native-born Americans.  
 We would like to express our thanks to the State of Illinois for the  
 American of 1900, and the American of 1900, and the American of 1900.



## TABLE OF CONTENTS

### **Introduction to the Manual**

**Lesson One** Why do you need a community-based AIDS education programme?

**Lesson Two** What do you need to find out about the AIDS problem in your community?

Part A: The extent of the problem of STDs/AIDS

Part B: Community questions, concerns, and gender issues about AIDS

Part C: Community resources for AIDS

**Lesson Three** How do you go about finding and using community information about AIDS?

**Lesson Four** How do you go about conducting your training for AIDS activities?

**Glossary** This section helps you to understand any difficult words in the manual. You can build your own glossary of words and terms applicable to your community.

### **Guiding Text**

The concept of teaching and sharing can be derived right from God's own words.

Luke 6:39 "Can a blind man lead a blind man?

Will they not both fall into a pit? A student is not above his teacher, but everyone who is fully trained will be like his teacher.



## INTRODUCTION TO MANUAL

### Finding Out About AIDS in Your Community

The AIDS problem may be different in each community and in different social groups. Some communities may have a large number of people infected with HIV and a number of AIDS cases. Other communities may not. The concerns people have about AIDS and HIV and the questions they ask may vary from community to community and from group to group. In this manual, you will look at the AIDS problem in your community and find out how extensive it is and what resources are available. You will plan ways to find out the needs and concerns of the clients in your clinic as well as the questions and concerns of other groups in your community. You will be able to develop a programme which will address the specific needs and concerns of the people in your community and your clinic.

After you finish this manual, you will be able to answer these questions.

- \* Why is it important to look at AIDS as a local health issue?
- \* How prevalent are sexually transmitted infections, including HIV infection and AIDS, in your community?
- \* How can you find out what your clients and different groups in the community want and need to know about AIDS?
- \* Who can help you with AIDS education efforts?
- \* How do you go about gathering information about AIDS in your community?

The answers to these questions will help you plan an effective AIDS education programme for your clinic and your community.



## Objectives

After you finish this manual, you will be able to

1. come out with at least five reasons from the community as to why it is important to establish the extent of AIDS problem before organizing a programme;
2. state in your own words at least two methods of assessing the extent of STD infections including HIV and AIDS;
3. state at least three factors indicating the extent of STD infections including HIV and AIDS in the community;
4. make a list of what the community states that they need to know about AIDS and other STDs;
5. identify and list all human and material resources available from the community to assist in HIV/AIDS prevention and control activities;
6. identify appropriate groups for training, which will be useful in integrating AIDS prevention activities into other health promotion activities in the community;
7. elicit feedback from groups on a quarterly basis on achievements realized through the activities being carried out.



There are four lessons based on these four questions.

1. Why do you need a community-based AIDS education programme?
2. What do you need to find out about the AIDS problem in your community?
3. How do you go about finding and using community information about AIDS?
4. How do you go about conducting your training for AIDS prevention activities?

The activities in the lessons will give you a chance to find your answers to these questions. Each lesson will take about one hour to complete.

**Directions:** Turn to Lesson One on the next page when you are ready to start.



## LESSON ONE

### Why Do You Need

### A Community Based Programme?





# LESSON ONE

## Introduction to the Lesson

A community-based AIDS education programme includes the questions, concerns, and facts about AIDS in your own community. It is a programme based on the conditions and resources in your community. It is also a programme which starts with the groups you are already working with in your community and health educational work.

### Objective

By the end of this lesson you will be able to list five reasons why it is important to establish the extent of the AIDS problem before organizing an education programme.

Here is a story about two community health trainers and a pastor who plan to add AIDS education to their community and church programmes. Their communities are in very different areas of the country. Rose has an experience in starting an AIDS education programme. She shares the experience with the other two.

Mary and Rose are community health trainers and Reverend Joe is the regional head of his rural church. Rose works in an urban community in the city while Mary works in a rural community miles away from the city. Her clinic serves more than ten communities in the area. The three met at a training workshop in the city. Mary had just started her job as a community health trainer of community groups. Before that, she was a nurse at a primary health care clinic. Rose has worked in the urban community for twelve years. Reverend Joe had just been appointed as a coordinator of AIDS activities in his church. The three of them began to talk about the need to include AIDS education in their community activities.

**Mary:** I know of four people in my area who died of AIDS this year. My clients in the communities are just beginning to ask me questions about AIDS. I think I need to add AIDS information to my health talks. But I don't know what I need to say yet.

**Rev. Joe:** I have been given a difficult task of coordinating AIDS activities for our church community, but I am not sure how to go about it.

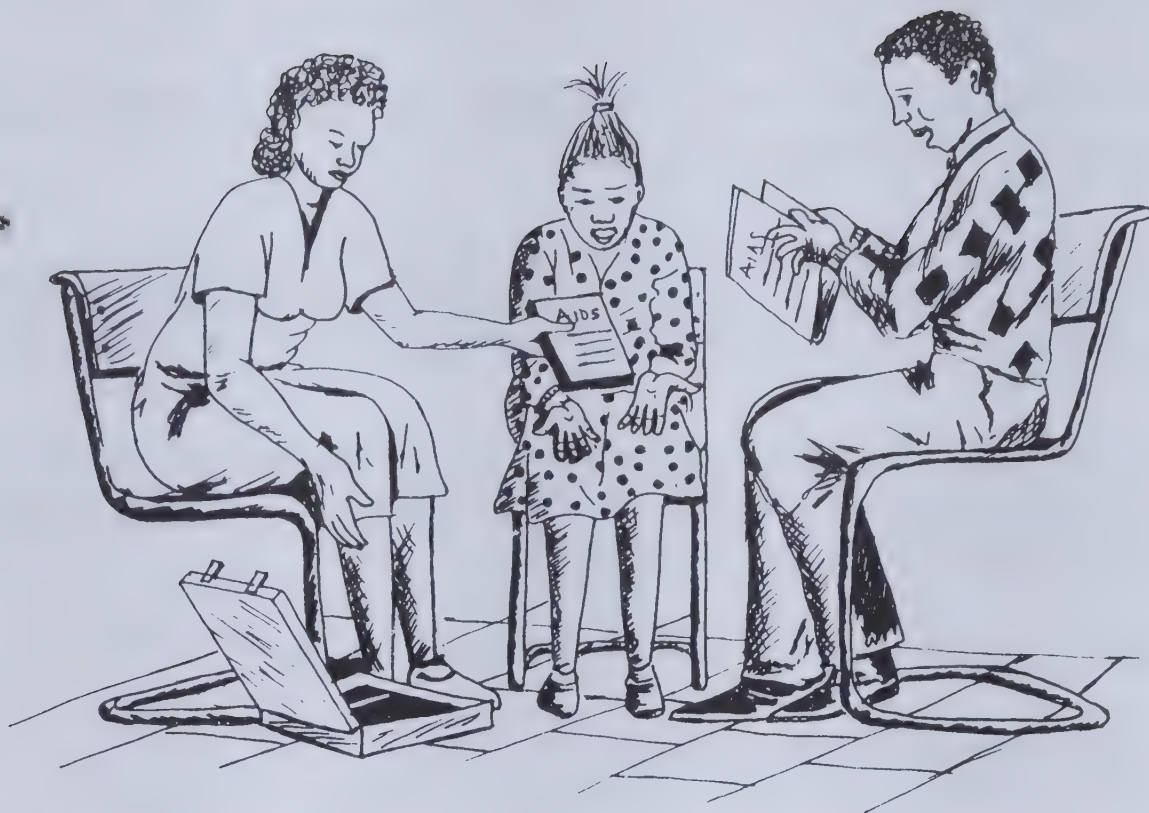


- Rose:** We have many cases of AIDS here in the city. The service providers in three of our communities got together last month, and we gathered a lot of information about AIDS. Based on this information, we worked out a plan for educating the different community groups including individuals about AIDS and other STDS. I'll give you a copy of our plans. That will save you a lot of time. You can use the plan in your communities.
- Mary:** Thank you so much. I'll be able to start my AIDS education programme right away if I can use your plans.
- Rev. Joe:** I am grateful to God for giving me this chance to share this with you. Your information will help me to start AIDS education activities for my church groups.

Rose gave Mary and Reverend Joe a document with information and plans they had made. When Mary and Reverend Joe got back to their places of work, they looked at the document. The information in the document included:

- the number of people with HIV and AIDS cases in the city,
- where to refer people for HIV testing,
- where to refer AIDS patients for help,
- questions that high school students/teachers have about AIDS,
- family life education groups' questions about AIDS,
- church leaders' questions about AIDS,
- community leaders' questions about AIDS,
- talking to university students about AIDS,
- how the lifestyle around bars and discos helps spread HIV,
- how the lifestyle in the city slums contributes to the spread of AIDS,
- a list of materials to use in AIDS education,
- other city groups working in AIDS.





When Reverend Joe and Mary finished studying Rose's document, each one of them made some decisions. Mary decided this was a good document but said to herself, "the people at the city clinics did a lot of good work getting information about HIV and AIDS in the city. But I think I will have to come up with my own information and plans because my communities are rural and many of these topics don't apply to the people and the situations there. " Similarly, Reverend Joe concluded that it was a good guide to help him start an education programme in his church. He would, however, have to get information from his community members to enable him to base his plans on their needs.

**Note:** On the next page there are three discussion questions about this story. Turn the page to begin this activity.



\*\*\*\*\*ACTIVITY\*\*\*\*\*

Reasons for a Community-Based AIDS Education Programme

**Directions:** Below there are three questions about the story for you to think about and discuss. Write your answers in the space after each question.

1. Why do you think Mary and Rev. Joe could not use the information on AIDS education, which Rose gave them, as it was?
2. Both could not use the specific facts in the document, but they could use the planning ideas. What ideas could they use?
3. What do you think they needed to do first before planning an AIDS education programme that meets the needs of their communities?

**Note:** Turn to the next page when you have finished this activity. Read the comments on the questions in the activity.



## Comments on the Activity

Here are the points that should be included in your answers to the questions on the story. You may have more or other points.

1. Mary and Rev. Joe could not use the information in the document because the information was based on groups and conditions in the city. The plans are directed to people in the city. Mary and Rev. Joe's communities are not like the city communities. There are no discos, no universities and no slums in their rural community. There are many AIDS cases in the city. People in Mary and Rev. Joe's communities are just beginning to be aware of AIDS cases in their community.
2. Both could not use the specific information in the document because it is based on life in the city. But they can use the idea of the city programme to plan their activities. They can gather information that will be useful for the people in their communities. But they will need to talk to the people, and they will have to find out the resources available in their communities.
3. Before they start an AIDS education programme, they need to plan. They may need to find out the answers to questions like these:
  - To what extent are AIDS and STDs a problem in the community?
  - Are people aware of AIDS as a health issue?
  - What are the high risk behaviours in Mary and Rev. Joe's communities?  
Who is likely to be practising these risky behaviours?
  - What do various leaders and other groups want to know about AIDS?
  - What people or groups in the communities can work together to tackle the AIDS problem?



## Summary of Lesson One

The story of Rose, Mary and Rev. Joe shows that communities can be very different. At first, a health problem like AIDS may affect many people in one community and few people in another community. The people in the community with a lot of AIDS cases may be very concerned about AIDS. The people in the community with few AIDS cases may not be so concerned about AIDS. Groups for health education may not be the same in all communities. People in those groups may have different concerns and questions. There also may be many medical resources in one community and few resources in another. You need to find out what the AIDS problem is like in your community. What are the needs and concerns of your community as a whole? You also need to know what local resources exist that you can use to support your community's AIDS education efforts.

Here are three things you can do which will help you plan an AIDS education programme for the people in your community. Also find out what else might help you with your planning.

1. Find out the extent of the AIDS problem in your community.
2. Find out the people's questions and concerns about AIDS.
3. Find out what community resources are available for your AIDS education effort.

Lesson Two will suggest ways to go about finding this information. Then, you will make your own plan of action to find this information. The results of this plan will be the basis of an AIDS education programme to meet the needs of your community.

**Note:** This is almost the end of Lesson One. On the next page, write down any questions or ideas that you have for your supervisor based on this lesson.



## Notes for the Supervisor

**Directions:** Write down any notes you may wish to discuss with your supervisor in the space provided below. These notes can be questions on the lesson that were not answered. Your notes can be on any problems you had with the lesson. They can also be ideas you have that you want to discuss.

**Note:** This is the end of Lesson One. Turn the page to begin Lesson Two when you are ready.



## LESSON TWO

### What You Need to Find Out About the AIDS Problem in Your Community





## **LESSON TWO**

### **Introduction to the Lesson**

In Lesson One of this manual, you learned some of the reasons for doing a community based AIDS education programme. You also learned that there are at least three things you can do to plan an AIDS education programme for your groups in your community.

### **Objectives**

By the end of this lesson you will be able to

1. explore the extent of the problem of sexually transmitted diseases (STDs) and possibly HIV infection and AIDS in your community and consider the patterns of behaviour that make it easy for these diseases to spread;
2. find out the people's questions and concerns about AIDS;
3. find out what community resources can help your AIDS education efforts.

This lesson will help you with the task of how to find this information. The lesson is divided into three parts:

**Part A: The extent of the problem of STDs/AIDS**

**Part B: Community questions, concerns, and gender issues about AIDS**

**Part C: Community resources for AIDS**

Some of you may already know the information on one or more of these three areas. Many of you may have good ideas for finding this information. Use only the ideas in this lesson that are helpful to you. Always add your own ideas. But find out the main problems and concerns about AIDS in your community. This will be the heart of a good community-based AIDS education programme.



## **Part A**

### **The Extent of the AIDS Problem in Your Community**

#### **Why this information is useful**

It will be helpful to find out as much as you can about the extent of the AIDS problem in your community now and the likely extent of the problem in the future. This information makes it easier for people to tie ink about the need to take action seriously and for you to plan your programme.

#### **What questions to ask**

You can find out a lot about the AIDS problem if you ask the following questions:

#### **1 . What is the prevalence of HIV and other STDs in your area?**

Prevalence means the number of cases compared to the number of people living in the community. This information will tell you if people already have problems with STDs and whether AIDS is a beginning problem or already a common problem in your community. This exact information may not be available. But you can ask other questions which will give a basis for a general answer.

People who suffer from any STD are at risk of getting HIV, the virus which causes AIDS. The prevalence of STDs can give you a picture of how HIV is likely to spread if it gets into your communities. The same behaviours spread STDs as HIV. Below are some sample questions to ask to find out the prevalence of STDs and possibly HIV in your community.

- \* What is the prevalence of sexually transmitted diseases(STDs) such as gonorrhoea and syphilis in your district? Do people suffer from genital sores or discharges?
- \* Who is mainly affected? (sex, occupation, age, marital status)
- \* Has any HIV testing been done in your district? For example, has there been screening of the blood supplies?
- \* Can you get an idea of HIV prevalence from this testing?
- \* Can you find out the age groups of people with HIV and whether they are men or women?

- \* Can you find out how many cases of AIDS in men, women, and children have been diagnosed in your district?
2. What are the ways that HIV could spread from one person to another in your community?
- a. through sexual intercourse
- \* Do many married/unmarried men and women have more than one partner? If your answer is "yes", for what reasons and in what situations does this occur?
  - \* What about young people?
  - \* Do people use condoms, and what do they think about them?
  - \* Do people travel outside their community? Do people come from outside to stay in the community?
  - \* Are there traditional rituals, e.g. wife inheritance when a husband dies, which may contribute to the spread of HIV?
- b. through blood transfusions
- \* Is blood screened for HIV in your hospitals?
- c. through unsterilized injections and instruments
- \* Do people get injections from traditional doctors? Do traditional healers cut clients using unsterilized instruments?
  - \* What other traditional practices exist in your community that involve the use of sharp instruments?
- d. through mother to child transmission
- \* Are there pregnant women who are HIV positive?
  - \* Are there children who are HIV positive?

### **How to collect the information.**

The answers to these questions may be hard to find in some cases. You may not always get the exact answer or information you are looking for. For example, there may be very few facts on the numbers of people with HIV or AIDS cases in your communities. There may not be any HIV testing in your district or doctors may not know for sure if a person has AIDS or has died of it. Get as much factual information on HIV and AIDS in your



communities, but don't worry if there is very little information. You can probably find out quite a lot about other STDs and the behaviours that allow them to spread. This is all you need to know to design an education programme which will also prevent HIV transmission.

You may be able to find prevalence data from health workers or from regional statistics. For every diagnosed case of AIDS, there may be 50 to 100 people infected with HIV.

**Possible people to contact:**

- person in charge of health clinics
- medical officers in charge of hospital
- public health officers
- doctors and nurses working with STD and AIDS patients
- community leaders
- school teachers
- parents
- traditional healers

Who else can you talk to? You may know other types of people who have this kind of information. Start with the people you know. If that person doesn't have the information, ask them who might have the information you are looking for.

**Note:** Please try to get the input from the community and opinion leaders on touchy issues related to risky traditional practices such as traditional circumcision, wife inheritance, etc.

On the next page there is an activity for you to do. After you do the activity, you will have a list of questions to ask the extent of the AIDS problem in your community. You will also have a list of people to contact to find information. Turn the page when you are ready to begin the activity.

\*\*\*\*\*ACTIVITY\*\*\*\*\*

Finding out about the extent of the AIDS problem

**Directions:** On the next two pages, there is a general list of questions about AIDS in the community. You do not have to find the answers to the questions yet. You just need to decide if they are the right questions for your community. Some of the questions do not apply to your community. Omit these questions. Some questions have been left out. Add these questions based on what you know about your community.

Make a list of people who will be able to answer your question about AIDS in your community.

Names of people to contact:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Prevalence of HIV and AIDS

- 1. What is the prevalence of STDs such as gonorrhoea and syphilis in your district?
- 2. What is the prevalence of genital sores and discharges, and lower abdominal pain in women?
- 3. What is the prevalence of HIV and AIDS in your community?



4. What is the age, marital status, sex, occupation of people who suffer from STDs/HIV?
5. Have there been any people tested of HIV in your community? (may be difficult to find out)
6. Are blood supplies at your hospitals screened for HIV?
7. If people are being tested for HIV, What are the age groups of the people who test positive to HIV? Are they men or women, or both?
8. How many cases of AIDS have been diagnosed in your district in men, women, and children?
9. \_\_\_\_\_
10. \_\_\_\_\_

#### Spread of HIV and AIDS

1. Do married/unmarried men and women have more than one partner? Do they stay with those partners or go with others, too?
2. If your answer is "yes" to question 1. for what reasons and in what situations does this occur?
3. What is the rate of premarital sex among the youth in the community?
4. Do sexually active people use condoms? In what situations? What do they think about them?
5. Do people travel outside their communities?
6. Do people come from outside to stay in the community?
7. Do people get injections from traditional doctors?
8. Do traditional healers cut clients using unsterilized instruments?
9. How many people have had their blood screened and how many tested HIV positive?

10. Are the hospitals in the community transfusing many people? What are the reasons for the transfusions?

11. \_\_\_\_\_

12. \_\_\_\_\_

### **STD/AIDS as a Health Issue**

1. Are STDs seen as a serious health issue in your communities?

2. Is AIDS seen as a serious health issue in your communities?

3. \_\_\_\_\_

4. \_\_\_\_\_

**Note:** This is the end of the activity to list questions you want to ask about the extent of the AIDS problem in your community.

### **Comments on the Activity**

There are no right or wrong answers to this activity. Show your list of questions and people to contact to your supervisor. Your supervisor may have some suggestions of other questions to ask and people to contact. You may also find that you will revise your questions as you go about finding out the answers. Sometimes one answer will solve a number of questions. Other times, one answer may lead to further questions. Be ready to revise your list as you go along. Lesson Three will give you ideas of how to go about finding the answers to your questions.



## **Part B**

### **Community Questions and Concerns About AIDS**

#### **Why this information is useful**

As a health educator, you need to know what community members are thinking and feeling about AIDS. This will help you know what information will be useful to them. If you know your clients' questions and concerns about AIDS, you can help them find answers that will meet their needs and the demands of their personal situations.

#### **What questions to ask**

Following are some basic questions to help you start your search for information. In some cases, you may need to ask the questions. In other cases, you may just need to listen to what people are saying to find your answers.

- \* What are the questions and concerns of your community members?
- \* What do the community members already know about STDs, HIV and AIDS?
- \* What do they want to know about STDs, HIV and AIDS?
- \* What do they need to know about STDs, HIV and AIDS?
- \* Do people think that STDs and AIDS are a serious problem for them?
- \* What are people doing about the STD and AIDS problem?
- \* What more do people think needs to be done? How could you work with them to achieve this?
- \* Who is primarily responsible for spreading AIDS?
- \* What are the attitudes of men/women that might increase the spread of AIDS?
- \* Are people requesting more condoms?
- \* Are people asking for treatment for STDs?
- \* Are people asking for HIV testing?

## Gender Issues

### Introduction

In many societies, issues relating to men and women are a major concern. These are gender issues which will vary from one community to another.

The story which follows, is an example of how health educators can introduce this discussion in the community. The question following the story will help in generating the discussion.

### Story

James is a carpenter in a small town east of the capital city. His wife and two daughters live up country. He rarely goes home during holidays or weekends. During these times, he is occupied with his girlfriends in the bars. One day James met his former classmate, Shadrack, near his workplace.

**Shadrack:** How have you been?

**James:** Very well!

**Shadrack:** How have you been since we left the polytechnic?

**James:** Well, I have started my own business in carpentry here in the town. It is just beginning to really grow so I am feeling content.

**Shadrack:** It must also be nice for you because you are closer to home now. That was a very good idea. I'm sure you go home quite often now to see your family.

... A moment of silence

**James:** Well, I must admit, I don't go home very often. In fact, I have found the life here in the town much more entertaining than in the rural area. So I usually stay here on weekends and just enjoy myself in the bars. Several of our classmates are also here, and there are quite a number of women to have fun with.

**Shadrack:** You mean you have started cheating on your wife and moving around with other women? That is very dangerous, James. My relationship with my wife really suffered when I was moving around with other women. This was before I took this whole issue of AIDS seriously and really saw the effects it could have on my family.



- James:** You mean, you have gone through this experience? I always thought you were such a straight fellow.
- Shadrack:** Yes James, for a while, my relationship with my family was getting quite bad. I stayed in the capital and didn't go home very often because of the transport cost. I also became lonely so I would spend a lot of time with other women. Before I knew it, I was spending most of my salary on women in the bars. But one day I went home, and something happened that I will never forget.
- James:** Yeh, what happened?
- Shadrack:** Well, it's a long story, but after hearing it you may also benefit from it.
- James:** Go on, tell *me*!
- Shadrack:** Well, I went home one weekend after being away for four months. I expected that everything would be okay because I had not received any bad news from home while I was in the city. You know how we say that no news is good news? Well, I was surprised. I got home Friday night and found my wife and children quite well. We ate supper together but it just didn't seem the same. There was little discussion going on and I just did not receive the same welcome home as I normally do from my wife. I also felt quite guilty about my behaviour in the city, but after all I was lonely.
- James:** So, what was the problem? Did your wife ever tell you?
- Shadrack:** Well, I found out the following day. As I was drinking tea, my father came to my house with several other elders. After greeting me, my children brought them some seats. Later on, my father requested that we move out under the tree so they could talk to me. So we moved. I was not sure what to anticipate but I assumed it must be quite serious if my father had come with elders.
- James:** So what did they say?
- Shadrack:** Well James, what we discussed hit me very hard. My father and the elders had come to tell me that my wife was moving around with a very prominent person of the area. I couldn't believe it! At first I thought I was hearing the wrong thing. There was my father and several other men telling me that my wife had a relationship with another man! I didn't know how to respond.

**James:** You mean, you didn't know anything about it?

**Shadrack:** No, and I had no way of knowing because I was never home. At first, I felt bitter! I wanted to beat my wife but then that won't really help. So I decided to try and talk to her first. I told my father and the elders what I was going to do. After they left, I went back into the house really confused. I found my wife sweeping the living room. She asked me what the men had wanted but I just answered nothing. I knew I had to confront her. I also knew that I couldn't ignore the fact that I had also been moving around in the city. So I asked her if we could talk in the bed room.

**James:** You didn't slap her or anything? I think I would be so angry, I would really slap her!

**Shadrack:** No James, you must realize women have feelings like we do, too. That's important for us men to know. Our wives get lonely at home. They want someone to care for them, they need financial assistance, and they really desire someone to take the responsibility in the home.

**James:** Is that what your wife told you?

**Shadrack:** Yes, and I respected what she had to say. It hurt to hear that. I felt like I had failed as a man. I was also guilty of unfaithfulness. I didn't even know how to react. But I had to face reality. The thought kept going through my mind, what if one of us had AIDS? So I brought up the issue.

**James:** You discussed all those details with her?

**Shadrack:** Yes James, I felt that if this problem was to be solved, we had to understand and forgive one another. We had to know the consequences we may have to face in the future because of our behaviours. But let me tell you James, that was the most helpful thing to strengthen our relationship. I felt like we could now share with one another. I promised I would try and organize to come home more often, and she promised to also remain faithful.

**James:** You didn't feel like you were submitting to her as a man?



- Shadrack:** Not at all, James. I think that is where we fail as men. We always feel like it is our right to do anything, and we don't need to explain it to our wives. That's wrong. Women need to understand men just as much as the men need to understand the women. Some questions we need to ask ourselves are: Why do we behave the way we do? What is our motivation to unfaithfulness? What are some of the things we need to do or change to maintain good relationships?
- James:** You have really challenged me, Shadrack. I think I also need to think about these things. I guess our concern should not just be the short term pleasure but the long term consequences like you pointed out.
- Shadrack:** James, as we part, I hope you will really think about these things and also act. We can think about something but fail to take action. So, I want to leave you with that challenge.
- James:** Thank you very much for your time Shadrack. I enjoyed seeing you again and talking to you. Goodbye, for now.
- James:** Goodbye!

## Discussion Questions

1. Does this situation happen in our society?
2. What if it was your own child involved in these sexual affairs?
3. How can you counsel them in looking at things from a better perspective?
4. What are some of the reasons why people become unfaithful to their spouses?
5. What are the negative consequences for each reason for being unfaithful?
6. How do we get couples to discuss freely about STDs and AIDS infections?

## Responses:

1 .

2.

3.

4.

5.

**Note:** It is important to keep in mind that these questions and comments only suggest some of the issues to address when dealing with gender. You can always generate ideas from the community or add your own thoughts for discussion.

## Comments on the Activity

### Question 1

This situation does happen in our societies. Many men go into the cities to seek jobs or to earn a living. This separation from the family may lead to situations such as:

- the man/woman is lonely, and they decide to start a relationship with someone, close by, who will cater for their physical, social, and economic needs.
- the man/woman may lack the money for transport to go home.

### Question 2

If men and women would imagine that their daughters and sons may also follow in their footsteps, it may make them think about their actions.

Or, if parents could imagine that it was their own daughter or son in those bars having affairs, it may make them think about their actions.



### Question 3

In the story we see that Shadrack was very patient in the way that he answered James' questions. He listened carefully and provided helpful advice from his own experience. Sometimes, if one knows of true life examples, it is good to use them to make the situation more real for the person.

### Question 4

There may be different reasons why people are sexually involved apart from marriage. Some reasons may be:

- |             |   |
|-------------|---|
| pleasure:   | Someone may engage in short-term pleasure to fulfil a desire.   |
| revenge:    | A person may want to revenge their partner, especially if they have heard that their partner has been unfaithful. |
| submission: | A person may be involved in sex to be submissive to an authority, e.g. a school girl to a "sugar daddy".          |
| economic:   | A person may know that they will be paid and receive some form of income.   |
| culture:    | Some traditions encourage partner sharing for specific cultural reasons.  |

### Question 5

All reasons have negative consequences. Some of them are:

- further destruction of communication
- violation of God's design for sexual fulfilment in marriage
- poor relationships with spouse, children and extended family
- increased guilt and its consequences
- suspicion, hatred, and distrust
- possibility of STDs or AIDS

### Question 6

In the story, Shadrack was able to discuss the issue of AIDS with his wife because he felt he had to face the reality. There are many ways to get couples discussing about STDs/AIDS.

## How to collect the information

You can find out what your people need and want to know about AIDS by listening to their questions and being sensitive to unspoken fears. In some cases, you may want to talk to one person at a time. In other cases, you may want to talk to a small group of people.

Begin with a group you already work with in the community since this is where you will start your AIDS education programme. A good way to help people to talk about their feelings about AIDS is through small group discussions. These are sometimes called focus group discussions. Talk to a small group of people who will give you the ideas of what a larger group of people may be thinking.



This pastor has started to learn about people's feelings about AIDS by talking to trusted members of his congregation. You can start with any group.



## **Here's how a small group like this might work.**

You meet with five to eight people from one of your special groups. For example, ask seven people who are leaders in the community to meet for one hour or so. During your talk together, your job is to help them to talk freely about AIDS and what they want to know and do about it. Tell them that it is a time for them to ask their questions and tell you their concerns about AIDS so you can plan an education programme based on their needs. You may have to ask questions at first. Ask them general and open-ended questions like these:

What have you heard about AIDS?

Do you have any fears about AIDS?

How might people like you be at risk of getting AIDS?

What could people like you do to avoid AIDS?

What questions do you have about AIDS?

You have three tasks as the group facilitator:

- 1 . help the group to talk freely and openly about their questions and concerns;
2. listen and remember what is said;
3. answer their questions and offer any suggestions you might have on what actions they could take to solve problems.

**Note:** On the next page there is an activity for you to do. After you do the activity, you will have a list of questions to ask to find out community questions and concerns about AIDS. Turn the page when you are ready to begin the activity.

\*\*\*\*\*ACTIVITY\*\*\*\*\*

Finding Out Community Questions and Concerns About AIDS

**Directions:** There is a general list of questions about AIDS in the community on this page. You do not have to find the answers to the questions yet. You just need to decide if they are the right questions for your community. Some of the questions may not apply to your community. Omit these questions. Some questions have been left out. Add these questions based on what you know about your community.

1. What questions and concerns come up from community members?
2. What problems do people have with STDs, genital problems and lower abdominal pain?
3. What do your people already know about STDs, HIV, and AIDS?
4. What do they want to know about STDs, HIV, and AIDS?
5. What do they need to know about STDs, HIV, and AIDS?
6. Do people think that STDs and AIDS are serious problems for them?
7. What are people doing about- the STD/AIDS problem? What would they like to do? What barriers are getting in their way?
8. Are people requesting more condoms?
9. Are people asking for treatment for STDs?
10. Are people asking for HIV testing?
11. Are people having fewer partners?
12. \_\_\_\_\_
13. \_\_\_\_\_



Which of your groups will you talk with first about these questions? How will you find the answers?

Name of groups	How to find the solution

**Note:** This is the end of the activity to list questions you want to ask to find out your group's concerns and questions about AIDS.

**Comments on the Activity**

There are no right or wrong answers to this activity. Show your list of questions and people to contact to your supervisor. Your supervisor may have some suggestions of other questions to ask and people to contact. You may also find that you will revise your questions as you go about finding out the answers. Sometimes one answer will solve a number of questions. Other times, one answer may lead to further questions. Be ready to revise your list as you go along. Lesson Three will give you ideas of how to go about finding the answers to your questions.



## **Part C**

### **Community Resources for AIDS**

#### **Why this information is useful**

Community resources are people, materials, and organizations which can help you with AIDS education. Resources can include other clinics or clinicians or health educators working with AIDS. Resources can also include people or groups with medical facts or educational materials about AIDS. Leaders of different social groups and traditional practitioners are essential resources for informing their groups about AIDS and supporting people with AIDS and their families.

You can achieve more if you link up with other groups in your location who are doing AIDS education, testing and care. You may be able to use their educational materials and know where to refer worried clients for help.

#### **How to collect the information**

Which people and groups do you have working with STDs and AIDS in your community?

It will help you to know who these groups are. You can share information and you can share ideas. Some of these people may have information about AIDS in your community. Others may run clinics which work with AIDS patients or with people who have AIDS related problems.

People or groups to contact:

- in charge of health clinics
- nurses, doctors and medical officers in charge
- provincial and district health education officers
- other medical groups
- other NGOs working on AIDS
- traditional healers and practitioners
- leaders or active members of different groups in the communities, e.g. women groups, farmers' groups, youth groups, church groups



Who else can you talk to? Think about who you know in your community. Who knows about health matters? Who is working in health and health education? List them here.

**Note:** On the next page there is an activity for you to do. After you do this activity, you will have a list of questions to ask about community resources for AIDS. You will also have a list of people who can help you find the answers. Turn the page when you are ready to do the activity.

\*\*\*\*\*ACTIVITY\*\*\*\*\*

Finding Community Resources for STDs and AIDS

**Directions:** There is a general list of questions about STDs/AIDS in the community on this page. You do not have to find the answers to the questions yet. You just need to decide if they are the right questions for your community. Some of the questions do not apply to your community. Omit these questions. Some questions have been left out. Add these questions based on what you know about your community.

1. Who is doing STD/AIDS education in your community?
2. Which groups and individuals, in the community, are interested in reaching their groups with information about STDs/AIDS? Which community leaders could support your STD/AIDS prevention programme?
3. What types of communication skills are found in the community? Are there drama groups, artists, singers or dancers? Do they have any educational plays or materials that you could share?
4. Who takes care of people who are sick in the community, including those with AIDS?
5. What helping networks exist in the community which could offer counselling on sexual health, STDs and AIDS?
6. Where is the nearest STD diagnosis and treatment centre? Do people use it? if not, why not?
7. Where is the nearest HIV testing centre? Who can get the test and how much does it cost?
8. \_\_\_\_\_
9. \_\_\_\_\_



Who will know about community resources for AIDS education?

People or groups to contact

_____	_____
_____	_____
_____	_____

**Note:** This is the end of the activity to list questions and people to contact about AIDS resources.

**Comments on the Activity**

There are no right or wrong answers to this activity. Show your list of questions and people to contact to your supervisor. Your supervisor may have some suggestions of other questions to ask and people to contact. You may also find that you will revise your questions as you go about finding out the answers. Sometimes one answer will solve a number of questions. Other times, one answer may lead to further questions. Be ready to revise your list as you go along. Lesson Three will give you ideas of how to go about finding the answers to your questions.

**Summary of Lesson Two**

In this lesson, you developed three lists of questions to find out about the STD and AIDS problem in your community. These questions are focused on three areas:

- 1. the extent of the STD and AIDS problem in your community;
- 2. community questions and concerns about STDs and AIDS;
- 3. community resources for STDs and AIDS.

You know what questions you need to ask. You also learned some ways to go about collecting the information.

Now that you have your questions, you may wonder where you start first. Lesson Three will suggest ways for you to go about finding the answers to your questions. The next lesson will also suggest ways to use your results. At the end of this manual, you will be ready to plan an AIDS education programme based on the needs and concerns of the people in your community.

**Notes for the Supervisor**

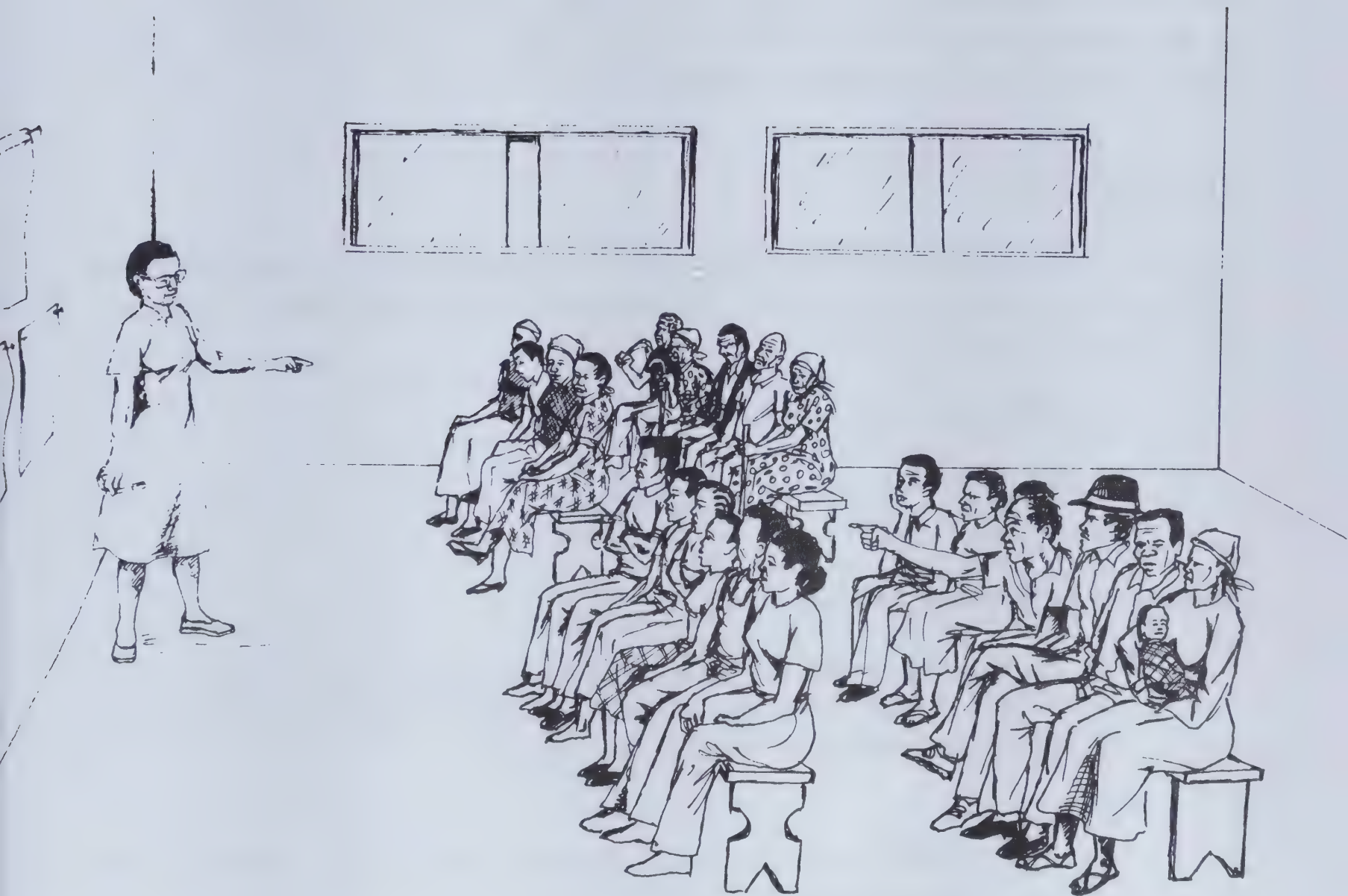
**Directions:** Write down any notes you need to discuss with your supervisor in the space below. These notes can be questions on the lesson that were not answered. Your notes can be on any problems you had with the lesson. They can also be ideas you have that you want to discuss.

**Note:** This is the end of Lesson Two. Turn the page to begin Lesson Three when you are ready.



## LESSON THREE

### How Do You Go About Finding and Using Community Information About AIDS?



## **LESSON THREE**

### **Introduction to the Lesson**

A good way to find out the information is to ask the right questions, ask the right people, and listen carefully to what people say. In Lesson Two, you developed a good list of questions to find out about the STD and AIDS problem in your communities. You also developed a list of people who can help you with questions. Now you need to begin planning.

When you talk to people about STDs and AIDS, you will find out facts, concerns, problems, and resources. The questions you ask will also tell you the special needs and concerns of Your community. All this information will help you plan an AIDS education programme which will meet the needs of your clients. This lesson will suggest ways to go about finding the answers and information you need. The lesson will also suggest ways for you to use the information you find.

### **How to get started**

You have written your questions and you have a list of people to contact for information and answers. Finding the information you need may take you some time to complete. Two things can help you with this task.

1. Divide the work with co-workers.
2. Plan your time.

### **Suggestions for dividing the work**

1. Are you working on this manual with other community health trainers? If so, divide the questions on the survey among the group. Have each person write his or her name beside each question they will pursue.

Example:

If there are three of you in the group, each of you could take one of the three sections.

2. Do community based distributors (CBDS) work on your staff If so, ask them to hold a small group discussion with the individual men or women and ask them if any are interested in informing others about STDs and AIDS.



3. Will one person in the community have information on two or more questions?  
If so, group the questions together for that person.

Example: The district health office and area NGOs may have information on the prevalence of STDs/AIDS in your community.

**Suggestions for planning your time:**

- 1. Set the date of tile next meeting time for your group. Try to make it one week or less from today. Decide which questions you can complete by that next meeting.
- 2. Set a date for when you hope to complete each question.
- 3. Set a date for completing the entire survey.
- 4. Write all these plans on a chart and display it somewhere where the group can see it.

The chart might look like this:

A plan to find answers to the questions on AIDS		
Question number on the list	Name of person who will find the answer	Date to finish this question

If you don't want to make a chart, you can write this information directly on the sheets where you have written your questions.

### **Suggestions for recording the answers**

1. Write down your notes on the same day that you get the information. You may talk to many people while you are looking for answers. You will get a lot of information and ideas. You may forget details that you need.
2. In your notes, write the name of the person you talked to. Also write the date you talked to the person.
3. If you have a small group discussion, listen carefully to the group's ideas and concerns. At the end of the session, ask the group to summarize the main points and any plans for action. Make sure the group has a chance to add anything that may have been left out.

### **Suggestions for sharing the information you get**

1. When your group meets, take turns discussing what you found out. Use your notes. Add any other ideas that you remember.
2. Share other things that happened while you were doing the survey.

Example: Discuss the questions and concerns of the people in your focus group. Also talk about how the group went. Were the people shy at first and then willing to talk? Did they have lots of questions and ideas? Do they show little or no interest? How did you help the group to talk?

### **Analyzing and using the information you collect**

Once you get most of the information you need, you will have to look at it all and figure out what it means to you and your AIDS education programme.



A good way to do this is to summarize the main points in each of the three areas:

What is the extent of the STDs and AIDS problems?

What are the main questions and concerns about STDs and AIDS?

What resources are available for STDs and AIDS?

After you write your summary, discuss how these points will affect your plan for an STD/AIDS education programme. The next activity will assist you with this process. Below are, some examples of what your information might mean to you and your STD/AIDS education programme.

### **AIDS as a health issue**

It is very important to know how the people in your community rate STDs and AIDS as a health issue. If it is a very important issue to them, then they will be ready to discuss your facts and ideas on how to prevent STDs and AIDS. If they do not think STDs and AIDS are important, you will have to help them become aware of AIDS as a problem for them. Only then will they want to learn and decide on ways to prevent the spread of AIDS.

### **The extent of AIDS**

If there are many cases of STDs, HIV and AIDS in your community, people may be more concerned and interested in learning about STDs and AIDS. If there are no cases or only a few cases, or people are not aware of these illness, people may think that AIDS is not a problem for them. Your job will be to show them how STDs and AIDS should be prevented before they become a problem. To be able to do this, you need to look back at Manual One, Facts and Feelings about HIV and AIDS.

### **Community resources**

If there are other groups working with STDs and AIDS in your community, you can share ideas with them. You can also support each other and work on a community plan to stop STDs and AIDS from spreading. If there are no other groups working with STDs and AIDS, your work becomes even more important. People will look to you as an expert to give them the information they need about STDs, HIV and AIDS.

## Questions and concerns

People who ask questions and are eager to know about STDs and AIDS will be easier to work with. They will be more open to your suggestions to help stop the spread of STDs and AIDS. People who have little interest in STDs and AIDS and have few or no questions may be very hard to reach with information about sexual infections. You will have to help them become aware of the problem. You will need to come up with good ways to encourage their interest and their support in stopping the spread of STDs and HIV. People in different groups may ask the same question and have the same concerns. Try to be aware of these concerns and include them in all health education efforts on STDs and AIDS.

Make a list below of some of the concerns and obstacles you are finding.

**Note:** On the next page there is an activity for you to do with the information you collected. Do not do the activity until you have finished collecting information on all of your questions. Turn the page when you are ready to do the activity.



\*\*\*\*\*ACTIVITY\*\*\*\*\*

Analyzing the information you collected

**Directions:** Below there are five general questions on the information you found out from your questions. Think about what you have learned about your community and your clients as you answer the questions. There are no right or wrong answers to the questions. The questions are to help you draw some conclusions about the STDs/AIDS problem in your community.

1. How do your community members see the seriousness of STDs and AIDS compared to other health problems?
2. How prevalent are STDs, HIV and AIDS in your communities? Write down the main points about STDs, HIV and AIDS in your communities, including the main ways that they are spread in different groups.
3. List the groups and other resources that are available in your communities. How do you think you can work together?

4. List the questions and concerns about STDs and AIDS that clients talked about. Start with the ones that they asked most often. Make separate lists for males, females, and young people.

Females:

Males:

Young People:

5. List the main messages about HIV and AIDS that your community members need based on what they talked about.

**Note:** This is the end of the activity. Turn the page when you have finished the activity. Read the comments on the activity.



## **Comments on the Activity**

There are no right or wrong answers to the questions in the activity. But your answers do mean something. They can tell you where you need to start your AIDS education programme. The answers can also tell you what problems to be aware of. Show this activity to your supervisor and discuss what you found out about the AIDS problem. Discuss how this information will influence your AIDS education programme in your community.

## **Summary of Lesson Three**

In this lesson, you found out the answers to your list of questions. You learned a lot about your community and how people feel about AIDS. Some communities are very concerned about AIDS and want to do something about the spread of HIV and AIDS. Other communities may think AIDS is not a problem for them. Some of you may have found that other groups are already helping with the AIDS education effort. Others of you may have found that you are the first group to offer AIDS education. All of you probably found that different groups have different concerns about AIDS. These groups may also have some common concerns and questions about AIDS.

You will need to think about your whole community and how it is affected by the AIDS problem now and how it will be affected in the future. Then you will need to look closely at the needs and concerns of each group that you plan to work with in your community. You know now what some of their concerns and questions are. You have a place to start. Build your AIDS education around the questions, needs, and concerns of each group.

**Note:** This is almost the end of Lesson Three. On the next page, write down any questions or ideas that you have for your supervisor based on this lesson.

## Notes for the Supervisor

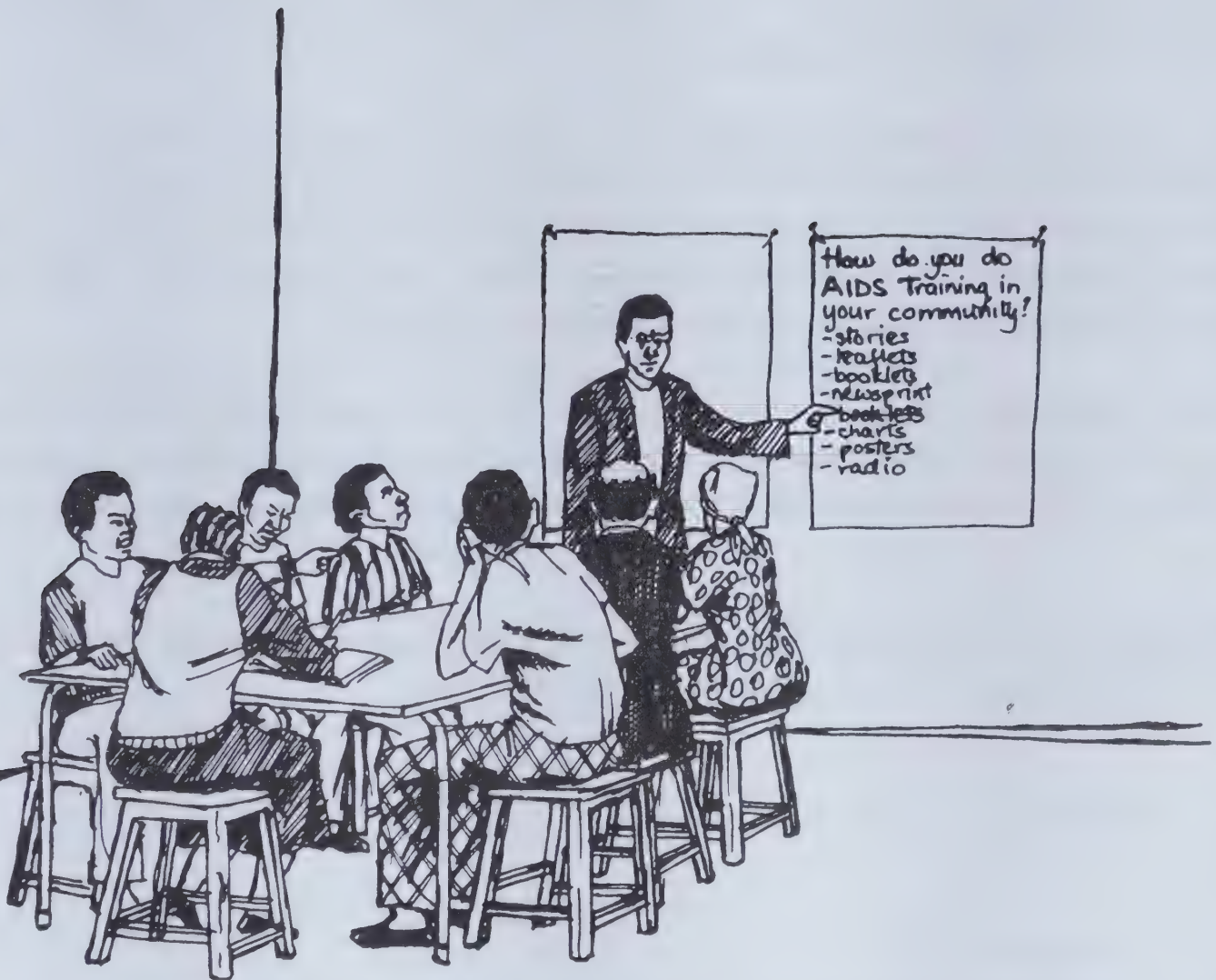
**Directions:** Write down any notes you need to discuss with your supervisor in the space provided. These notes can be questions on the lesson that were not answered. Your notes can be on any problems you had with the lesson. They can also be ideas you have that you want to discuss.

**Note:** This is the end of Lesson Three. Having identified your community needs on STDs and AIDS, you are now ready to plan for your training programme. Lesson Four will help you learn how to select your target audience, plan the training sessions, and methods you can use in teaching. You will also learn the usefulness of monitoring and evaluating the programme activities.



## LESSON FOUR

### How Do You Go About Conducting AIDS Training In Your Community?



## LESSON FOUR

### Introduction to the Lesson

#### Objectives

By the end of this lesson, you will be able to

1. identify appropriate target groups for your AIDS training,
2. elicit feedback from your target groups on a regular basis.

In Lesson Three, you identified the concerns, issues, and questions your community members have about STDs, HIV, and AIDS. You have identified the concerns for your AIDS education programme. You have also identified the resources there are to assist you in your education programme.

It is important to remember that STDs, including AIDS, are just one of the many problems that affect the health of individuals, families, and the community as a whole. For the programme to be effective, the activities must be well integrated into the other health promotion and prevention activities already being carried out. The government policy on AIDS prevention activities emphasizes this point.

When considering whom to train as trainers of community groups on STDs and AIDS, you will consider taking those others already working in your community such as health workers, traditional healers, leaders of community groups, pastors, and opinion leaders.

*We must teach prevention and control of STDs, including AIDS, as we teach all other health aspects.*

#### How to get started

When your plan for the education programme is ready, present it to your supervisor for discussion. They will help you identify the trainees from among those employed in your community development programmes. Together you will need to run the programme. You will discuss how to get community support for the programme to be successful.



\*\*\*\*\*ACTIVITY\*\*\*\*\*

Directions:

In the space provided, list down all the people you have already identified as potential groups for training on STDs and AIDS. Think about how many people you can handle at any one time. List them by their work in the community. How many of the people will be in each group. It may help to mix different people in the groups to encourage team work and consultation.

Example:

Group One

	2	Traditional healers
	1	Chief
	2	Community health workers
	1	Teacher
	1	Agricultural extension worker
Total	7	

- 1. What is the appropriate time to meet with these different groups?
- 2. What topics will you cover and how long will each take you?

Example: Group One

1st day:	Date and time (to be fixed at the group's convenience)
Topic:	Facts and Feeling about AIDS and STDs
2nd day:	Time: 2 hour
Topic:	Counselling people with HIV and AIDS
3rd day:	Time: 2 hours
Topic:	Caring for people with AIDS at home
4th day:	Time: 2 hours
Topic:	Educating community groups and families on AIDS and STDs

Make a similar programme for other groups.

**Note:** It is important to decide the methodology of teaching to community groups.  
What are the best methods for teaching community groups?

The following have been found to be very useful:

- group discussions using guiding questions
- role plays
- drama
- sharing
- story telling
- lecture discussion
- visual aids

List others you have used or seen used and proved helpful.



**Note:** In order to communicate effectively with community members you should do the following.

- Introduce the topic by finding out what the audience knows and does not know.
- Focus on what they need to know.
- Make sure all of them are able to see you.
- Use relevant and appropriate teaching methods and aids to make the lesson more easily understood.
- Involve all the members by asking questions and allowing them to ask you questions throughout the lesson.
- Pass information in a lively and friendly manner.
- Use language the audience understands well. If you have to have an interpreter, ensure that he or she communicates the message with clarity, and as near the true message as possible. Encourage others in the audience who understand both languages to assist.
- Encourage members to ask questions for you to clarify.
- Summarize what you have been teaching.



\*\*\*\*\*ACTIVITY\*\*\*\*\*

1. In the space provided, design short plays, stories, songs, and case studies that you could use in your teaching sessions.

Play:

Case Study:

Story:

Song: (It may not be easy to compose a relevant song before hand. This can be done during the training sessions. You can use other people such as teachers, women's groups, and youth to help).



2. List the resource materials you will need for your teaching sessions and where you will get them from. Use the information on resources you had recorded in Lesson Three.

**Note:** Having identified your target groups and resource materials for training, you will go ahead and carry out your AIDS education training programme. It is important to plan right at the start how you are going to monitor and evaluate your activities and those of your trainees.

## Why is monitoring and evaluation of project activities important?

- It helps you to see step by step how you are progressing towards meeting your objectives.
- It saves time and money.
- It helps in establishing the extent to which the objectives are being met.
- It motivates the performer as he realizes his achievements or failures.
- It helps in re-planning.

## Story

Daniel has been a trainer in community health for the last five years. Jane, another trainer, taught him the importance of nutrition. He decided to start small kitchen gardens with his women groups. He gathered the women group leaders and after teaching them basic nutrition values, he instructed them to go and teach other members of the group. He further directed the leaders to get each member to start a kitchen garden which he would go checking after four months. The group leaders assured Daniel that they had understood the value of good nutrition and they would promptly teach the members. After receiving this assurance, Daniel started on other activities like zero grazing and water tanks without checking on kitchen gardens.

When Daniel went on a visit after the four months, he found the group members had not started kitchen gardens and some had not even heard of the importance of good nutrition. On trying to find out the reasons for the failure he got the following answers:

- We lacked materials to start the project.
- We were too busy with other work.



Below there are questions about the story for you to think about and discuss. Write your answer in the space after each question.

1. Why do you think Daniel's trainees failed in starting kitchen gardens?
  
  
  
  
  
  
  
  
  
  
2. What do you feel Daniel should have done to ensure kitchen gardens were started by the end of the four months?

### Comments on the Activity

Here are the points that should be included in your answers to the questions in the story. You may have more points.

1. The trainees were not provided with resources or materials necessary to start the kitchen gardens.
  
2. Daniel failed to plan with the trainees the follow up steps for the project activities. Instead, he engaged in other activities too ambitiously.

Look back at what else you have come up with as answers to the questions. What does this story teach you about monitoring and evaluation of project activities?

## **Summary of Lesson Four**

In this lesson you have learned how to identify your target group for training on AIDS activities. You have studied the methods of effective communication with community groups. You have also learned how to plan your activities and the importance of getting regular feedback on how well your trainees are performing in the field.

As you carry out the training activities, you will learn new issues, concerns, and questions for which you will need to add to topics you have been covering with your audience. You will also be able to identify additional groups you will need to educate on AIDS. The demand may be high and challenging but in all, we trust in God who gives us the power, wisdom, and courage to serve His people.

## **Notes for the Supervisor**

**Directions:** Write down any notes for your supervisor. These notes can be questions on the lesson that were not answered. Your notes can be on any problems you had with the lesson. They can also be ideas you have that you want to discuss.

**Note:** This is the end of Lesson Four. It is also the end of this manual. Refer to the other manuals for the content of your lessons.



## GLOSSARY

- AIDS:** This word is a shortened form of the words, Acquired Immune Deficiency Syndrome. AIDS is a set of diseases caused by a virus which affects the body's ability to fight off disease. When the body cannot fight off disease, a person can get infections and cancers which it would normally be able to resist. The virus which causes AIDS is called HIV.
- HIV:** This is the virus family which causes AIDS. HIV stands for Human Immunodeficiency Virus. The virus attacks the body's immune system and makes it less able to fight off disease. The virus is found primarily in blood, semen and vaginal fluids.
- HIV testing:** HIV tests are blood tests. The tests show if a person has been infected with HIV. If the person has been infected, antibodies to HIV will appear in the blood sample.
- Prevalence:** Prevalence is the percentage of a population that is affected with a particular disease at a given time.
- Resources** Resources are sources of information or expertise on a subject such as AIDS.
- STD:** This is a shortened form of the words, sexually transmitted diseases. STDs include such diseases as gonorrhoea, chlamydia, AIDS and syphilis. A person can be infected with these diseases during sexual intercourse if one of the partners is infected with the virus.

## **About This Manual**

The adaptation of the manuals, Facts and Feelings About AIDS and AIDS In Your Community, was a joint effort by MAP International, Christian Health Association of Kenya, and Institute for Development Training.

### **MAP International**

Founded in 1954 as the Medical Assistance Program, MAP International is a Christian global health organization with a mission to support and promote health, healing and reconciliation ministries of the Church to transform communities. MAP International - East and Southern Africa provides training and materials in health, reconciliation and peacebuilding.

### **Christian Health Association of Kenya (CHAK)**

CHAK is an ecumenical organization, serving members from all the major Protestant denominations in Kenya. CHAK seeks to bridge the gaps between denominations by promoting cooperation and coordination in the sphere of health promotion, disease prevention and medical services.

### **Institute for Development Training (IDT)**

IDT is a Christian, non-profit organization based in North Carolina, U.S.A. IDT's main mission is to improve health care and related development efforts in developing countries by improving the skills and knowledge of health care providers through effective, efficient and relevant training programs within a country or regional context.





# Chapter 1: Introduction

The purpose of this document is to provide a comprehensive overview of the project's objectives, scope, and the methodology used to achieve them. This chapter serves as a foundation for understanding the subsequent sections, which detail the project's progress and findings.

## 1.1 Project Overview

The project was initiated in response to the need for a more efficient and reliable system to manage the company's data. The primary goal was to develop a scalable solution that could handle increasing volumes of data while maintaining high performance and security. This chapter outlines the project's goals, the challenges faced, and the overall approach taken to address these challenges.

## 1.2 Project Objectives and Scope

The project's objectives were defined at the outset and included the development of a robust database system, the implementation of a secure data access protocol, and the creation of a user-friendly interface. The scope of the project was limited to the core functionality required to meet these objectives, with any additional features being considered for future phases.

## 1.3 Methodology and Tools

The methodology employed for this project was a combination of agile development and traditional waterfall models. This approach allowed for flexibility in responding to changes while maintaining a structured framework for the project. The tools used included a variety of software development environments, database management systems, and testing frameworks to ensure the quality and reliability of the final product.







